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ABSTRACT

A national project in the Republic of South Africa (RSA) to facilitate and coordinate institutional research efforts and the research activities at individual universities is described. A proposal for a comprehensive research project on higher education in RSA is included. One project at the University of the Orange Free State (UOFS) is designed to develop a theoretical framework for academic management to promote efficiency and effectiveness in education and research at universities. Leadership development activities at UOFS focus on academic planning in 1986 and faculty development and evaluation in 1987. Difficult issues include: the extent to which institutional research can be coordinated; how the exchange of institutional research results and information can be encouraged; how to share in expertise existing in the United States and elsewhere; and how to determine priorities in institutional research. Information is provided on population trends in South Africa, educational expenditures, and planning to equalize educational opportunities. (SW)

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Expanding Roles: New Directions and new Expectations in Institutional Research and Development in a Developing Country

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for Management Research, Policy Analysis, and Planning

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Ann K. Dickey, Chair
Forum Publications Editorial
Advisory Committee

EXPANDING ROLES: NEW DIRECTIONS AND NEW EXPECTATIONS IN INSTITUTIONAL RESEARCH AND DEVELOPMENT IN A DEVELOPING COUNTRY

Institutional research in most developing countries has now arrived where it had been in the USA during the 1970s and earlier. With particular reference to higher education, and institutional research, South Africa can be regarded as a developing country, and in the field of institutional research there are many problems and backlogs to be coped with. Thus far, for example; very few individuals have specialized in institutional research and development in higher education and opportunities for institutional research at universities are still limited. The nature and the scope of the programs in this field have not yet attracted enough research-oriented or research-qualified individuals, and most institutions entered this field by appointing individuals who were not really interested in or acquainted with the specific research methodology. Institutional research as a field of study embraces so many different subjects connected with organizational, instructional and faculty development that no single theoretical framework is appropriate to all, and to date, funding agencies have made minimal provision for institutional research.

In the rest of Africa higher education seems to have to cope with the same problems. At an international workshop on Strategies for Improving University Teaching and Learning in Africa held in 1982, certain action guidelines were proposed to initiate and develop programs and acti-

vities to promote effective teaching and learning in African universities.

These proposed guidelines were to cover operations in three areas: follow-up activities at universities, the development of centres for promoting effective teaching/learning, and the coordination of continental level activities.

The following objectives were proposed to guide the operation of the centres for the promotion of teaching/learning: (a) to develop training programs for identified teaching/learning needs; (b) to conduct workshops for academic staff; (c) to assist faculty to carry out research to determine the effectiveness of their teaching strategies; (d) to promote dialogue/strategies on effective teaching/learning through seminars and demonstrations; (e) to facilitate the design, development and use of appropriate instructional materials; and (f) to serve as a linkage between the own and other institutions (Kenyatta University College, 1982).

In the RSA guidelines and objectives like the above-mentioned formed part of the evolution process of higher education since the 1970s. In 1978 a national education symposium was held in the RSA with the theme The Transition from School to University. At this symposium issues such as student failures and drop-outs, university didactics, the curriculum, the lecturer, evaluation, and the place, role and objectives of the university in the educational system were discussed, with the focus on the transition from school to university. In 1984 the Committee of University Principals (CUP) held a national conference on

Teaching and Learning at Universities in Southern Africa. Sixty papers were presented on educational development and the activities of the bureaux/centres/units for instructional and faculty development at universities. Guidelines on various aspects of higher education were formulated at this conference, including: better coordination in higher education research; a central clearing-house for institutional research; a national journal for higher education; a work group consisting of representatives of all universities to facilitate and promote developments in higher education; teaching methods; and evaluation. More recognition for institutional research and development was strongly propagated.

In concurrence with Dressel and Mayhew (1974), I wish too state that higher education as a field of study embraces so many different subjects - governance, teaching, finance, personnel work, counselling, testing, and the like - that it fits well with no single theoretical base, as does medicine with the biological sciences and social work with sociology and psychology. If a base ever is to be established, it will have to be an inter-disciplinary one (Dressel & Mayhew, 1974, pp. 111 - 112).

At the universities in the RSA there are nineteen bureaux/centres/divisions for university education, but thus far the focus of their activities has mostly been on teaching and learning development.

A survey (1985) by a work committee of the CUP on higher education and institutional research and development activities made clear that the emphasis mainly was on instructional research and the development of lecturers.

Degree and diploma courses are also offered, e.g. a Tertiary Education Diploma, B.Ed. (Tertiary Education), M.Ed. and doctoral degrees, but the programs are strongly directed to the teaching aspect, and not toward institutional research and development on an inter-disciplinary base.

Marvin Peterson, former president of AIR, remarked on the present situation in the USA, and his words in connection with institutional research are relevant for the present research situation in the RSA too:

> As an "adolescent", the research area is struggling with problems of identity and commitment - what is the field? Where are developments in postsecondary organizational theory and research methods going and do we want to go there? (Peterson, 1985, p. 6)

WORK COMMITTEE

As a result of the growing needs of leaders in higher education in the RSA, as well as the activities of organizations like AIR in various countries, as communicated to us through literature and correspondence, and which academics from the RSA experienced by attending forums and workshops, the Committee of University Principals (CUP), in collaboration with the Human Sciences Research Council (HSRC) has established a work committee to facilitate co-operative and institutional research at universities. The work committee was assigned to (a) promote research facilitating institutional decision making - research in

this regard has to be universally relevant, and (b) to promote research done with a view to finding answers to issues that might be of general and critical importance to higher education institutions.

Other goals of the work committee were to establish a national journal on institutional research and development, and to formulate strategies for the coordination of institutional development and research.

In accordance with these goals the work committee is presently rounding off the establishment of a national journal on institutional research and development in the RSA. Secondly, it has been decided that the initiatives that are being taken should receive as much financial and other support as possible to facilitate the establishment of institutional research on interinstitutional level and in team context in the RSA. Thirdly, the work committee decided that an umbrella (inclusive) framework for the provision of higher education in the RSA should be developed, priority research projects should then be defined, and as many higher education institutions as possible should participate in these projects. In connection with the last-mentioned aim, all universities were requested to submit reports on their institutional research projects. These reports show that institutional research projects presently registered at South African universities deal with teaching and learning development, organisational development, professional development, curriculum development, non-formal education, technology in education, differentiated time-scheduling, academic leadership and management, educational research methodology, and finances.

INTERINSTITUTIONAL PROJECTS

The work committee has thus far attained the following: the mentioned journal will be published as from the beginning of 1987, and two interinstitutional research projects both under leadership of the Bureau for University Education of the University of the Orange Free State (UOFS), are being monitored, to obtain perspectives and information regarding expectations in connection with institutional research and development in the RSA, and to, in future, be able to provide leadership in this regard.

The Cooperative Research Project of the UOFS

This investigation into the development of academic management models at South African universities has as aim the development of a theoretical framework for academic management in order to promote efficiency and effectiveness in education and research at universities.

With a view to this aim, an inclusive literature study on higher education management in Europe and particularly in the USA, has been undertaken, and the knowledge and cooperation of experts like Marvin Peterson, Allan Tucker, Madeleine Green and John Bennett have been utilized, as well as valuable information obtained from NCHEMS. A pilot study of the present state of management was conducted at three universities to obtain a provisional picture of the problems and opportunities relevant in the academic management structures at universities in the RSA. It was also decided that special task groups should examine issues

like the relation between the government and universities, financing, strategic planning, characteristics of the university as institution, the role and functions of the CUP, and management dynamics within the university. The project team has the following objectives: (a) to design a concept framework for academic management; (b) to test the relevance of the concept framework, (c) to design a final theoretical framework for academic management, and (d) to report back to the concerned agencies.

Provisional results in this regard have shown that universities in the RSA have to cope with the same typical management problems experienced at most universities in other countries, but they have also emphasized the fact that the existing higher education structures and university organization just cannot satisfy the needs of higher education in a developing country like the RSA, and that certain issues needed serious attention. In the Report of the Main Committee of the HSRC on the Provision of Education in the RSA (1981) it was recommended that the following matters be given priority:

Educational structure. Urgent attention should be paid to the introduction of a pre-basic bridging period aimed at school readiness; the expansion of preparatory vocational education, in addition to preparatory academic education to meet the manpower needs of the country; the establishment of the necessary infrastructure for the provision of non-formal education; and the granting of the right to Councils of autonomous educational institutions in higher education to decide who should be admitted as stu-

dents (Human Sciences Research Council, 1981, pp. 215 - 216).

The importance of these recommendations is reflected in the following data which have a bearing on educational structures:

Figures regarding the education of Blacks show that from 1925 tot 1985 the number of educational institutions increased from 2 600 to 17 000; the number of teachers/ lecturers increased from 7 000 to 148 000; and the number of pupils/students increased from 31 000 to 6 000 000. The percentage of the Black population receiving full-time education increased from 5% to 25% in the period from 1935 to 1985.

The numbers of Black teachers showed the following increases from 1981 to 1985: pre-primary: 0 to 516; primary: 30 823 to 35 057; secondary: 7 055 to 10 000; teachers' training colleges: 205 to 481; technical colleges: 47 to 323; and special education: 116 to 331. The number of first degrees awarded by Black universities increased from 580 in 1980 to 1 277 in 1983, while the number of post-graduate degrees awarded by these institutions increased from 90 in 1980 to 213 in 1984.

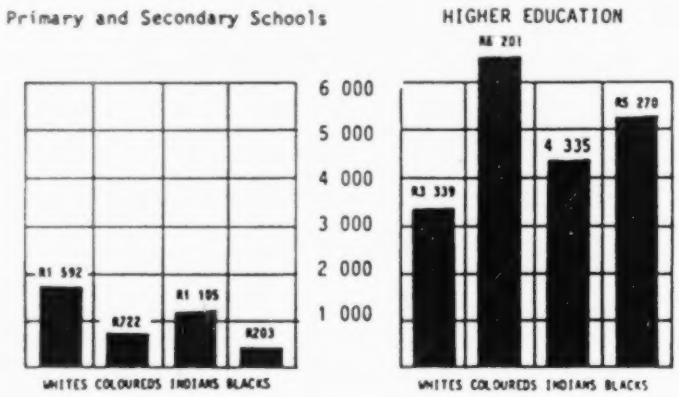
In 1980 only 4 942 out of 9 999 Black candidates passed matric (final secondary school examination), while the figures for 1985 are 9 086 passes out of 18 146 candidates (Department of Education and Training: Annual Report, 1985).

Financing of education. There is no doubt that the provision of education of equal quality would require more funds. Bearing in mind that means are not unlimited, it

was recommended in the HSRC report that (a) financially realistic norms for the provision of a functional and adequate standard of education should be drawn up and revised from time to time by the central educational authority and should be used for the central authority's financing of education for the total population; (b) an effort should be made to aim at achieving parity in government expenditure on education over the shortest possible period on the basis of the norms proposed, bearing in mind limitations in respect of budgets, manpower, etc. (HSRC, 1981, pp. 219 - 220).

Table 1 provides a graphic picture of the per capita expenditure on pupils and students of the various population groups in the RSA for the financial year 1983/1984.

Table 1. Per capita expenditure for 1983/1984



Note. Adapted from Die Volksblad, 3 April 1986, p.13.

The pattern evolving from the statistics in Table 1 clearly illustrates the backlog that exists in the greater part of education in the RSA, and also clearly shows the need for urgent changes to be brought about in higher education structures, the financing of education, and education management.

In the Cooperative Research Project data like these are taken into consideration as fully as possible in order to make a meaningful recommendation regarding a framework for academic management in the RSA.

The Cooperative Development Project of the UOFS

This investigation into leadership and management at higher education institutions has as aim the creation of opportunities for academics to enhance their academic leadership and management abilities in order that they might eventually implement their acquired knowledge and expertise at various levels at higher education institutions. During the pilot study it was revealed that (a) the thirty participating higher education institutions were all at different levels of progress regarding leadership and management; (b) all participants benefitted from the initial development opportunities; (c) technikons experience an expressed need to cooperate more closely with universities on matters regarding planning and management, and (d) developed and developing institutions experience different problems in connection with leadership and management.

The project was launched in 1985 and will be completed by the end of 1987. In 1985 the coordinators visited the

participating institutions to plan activities, to assess the activities completed, and to plan further. A general orientation seminar was held at which experts from the private sector, the state department and the higher education field made inputs. A summary of management models used at universities was made available to the participants.

The theme for 1986 is academic planning. The activities once again include visits by the coordinators to participating institutions to obtain feedback and to plan, and two two-day workshops in which management experts will participate as consultants. The theme for 1987 will be faculty development and evaluation.

The information collected in the Cooperative Research Project and in the Cooperative Development Project does not only clearly illustrate the management problems in higher education institutions, but also emphasizes the need for a complete institutional research program from which priority projects to obtain parity and quality in higher education can be selected.

CIRCUMSTANCES PECULIAR TO HIGHER EDUCATION IN THE RSA

The composition of the South African population plays an important role in state and educational structures. Table 2 illustrates the complexity of the population composition.

Table 2. Composition of the South African Population during 1970 and 1980

Population group	Number during 1970	Numbers during 1980			Percentage of total population	
		White area and self-governing states	Independent states	Total	1970	1980
1 Zulu	4 180 000	5 682 520	48 173	5 730 693	19,00	19,85
2 Xhosa	4 106 000	2 987 340	2 290 232	5 277 572	18,66	18,29
3 Whites	3 384 000	4 528 100		4 528 100	17,43	15,70
4 Coloureds	2 078 000	2 612 780		2 612 780	9,45	9,06
5 N-Sotho	1 771 000	2 347 600	86 708	2 434 308	8,05	8,44
6 Tswana	1 579 000	1 357 360	888 686	2 246 046	7,18	7,79
7 S-Sotho	1 383 000	1 742 060	143 654	1 885 714	6,29	6,54
8 Shangaan/ Tsonga	794 000	995 840	99 177	1 095 017	3,61	3,80
9 Swazi	637 000	854 100	20 015	874 115	2,90	3,03
10 Asiatics	643 000	821 320		821 320	2,92	2,85
11 Ndebele	522 000	657 860	62 588	720 448	2,37	2,50
12 Venda	386 000	190 460	312 416	502 876	1,75	1,74
13 Other Blacks	21 999 000	24 885 960	3 962 510	28 848 470	100,00	100,00

(Bezuidenhout, 1985)

Further figures in connection with the composition of the South African population which are not included here, show that urbanisation has taken place on large scale and that the rural areas are sparsely populated, a fact which plays an important role in the structuring of higher education. Apart from the complexity of the population composition, the circumstances of the different groups also vary considerably.

Projections regarding population and student numbers indicate that the number of White students at residential universities in the RSA will be the same in the year 2000 as in 1978. The numbers of the Black population, however, will only start to decrease in the year 2020. In real and projected figures the situation as regards pupils looks like this:

Table 3. Real and Projected Figures regarding Pupils

WHITES	1984	1990	+INCREASE -DECREASE
Primary	590 000	568 000	-22 000
Secondary	387 000	391 000	+4 000
BLACKS			
Primary	4 704 000	5 811 000	+1 107 000
Secondary	1 111 000	1 782 000	+671 000

(Bezuidenhout, 1985)

The South African population comprises at least twelve different minority groups, each with an own language and cultural background (Bezuidenhout, 1985). In 1984 the total population of the RSA counted 26,7 million. Projected population count at the end of this century (independent self-governing states included) is between 44 and 45 million. In 1984 the Blacks counted 18,2 million, in 2000 they will count ±35 million (Smit, 1986).

As has been indicated by the information given in the section on structures (Cooperative Research Project), education for the Black population groups, in particular,

still leaves much to be desired. In order to improve the situation, the State announced a ten-year plan to increase expenditure on education in real terms by about 4% per annum over the next ten years. The following issues in this regard were pointed out by Professor Ian Bunting, institutional planner of Rhodes University (1986):

1. The stated aim of the 10-year plan is to equalise educational opportunities in Southern Africa. But it is already clear that the plan cannot achieve this goal of equity in education if the only additional funds directed towards Black schools come from the annual 4% increase. For example, calculations show that merely to raise the qualification structure of the existing corps of Black, Coloured and Indian teachers in Southern Africa to that of the existing corps of White teachers will involve an additional cost in real terms of 5% per annum over a 10-year period. The 10-year plan's annual increase in real terms of 4% would, in other words, be exceeded while all other inequalities in the Black, Coloured and Indian education systems remain unaltered, such as unfavourable pupil to teacher ratios, high drop-out rates and poor pupil participation rates. Further calculations show that the costs involved in ensuring that the participation rates of Black, Coloured and Indian children of primary and secondary school age become the same as those for White children will involve increases in real terms of 4% per annum over a 10-year period - i.e. will take up the full

increase while leaving all other problems such as a poorly qualified corps of teachers, unchanged.

It should thus be very clear that if the 10-year plan is to come close to equalising educational opportunities in South Africa, funds will have to be diverted from other sources, and universities can be regarded as prime targets for the cuts which must be made.

2. At present approximately 20% of South Africa's total expenditure on formal education goes to tertiary institutions - universities, technikons, technical colleges and teacher training colleges. In 1985 this total expenditure (current and capital) on tertiary institutions amounted to about R1,3 billion. The amount spent on primary and secondary pupils (who account for 95% of Southern Africa's total formal education enrolments) amounted to about R5,3 billion in 1985. Because 20% of the total education budget is spent on the 5% who are enrolled in tertiary institutions, the cost units at the different levels will obviously be very different. In 1985 about R450 was spent on each primary pupil (White, Coloured, Indian and Black), R700 on each secondary pupil and R4 250 on each tertiary student. This gives an expenditure ratio of R950 on a tertiary student for each R100 spent on a primary pupil, and R160 on a secondary pupil for each R100 spent on a primary pupil. Comparable international ratios quoted by the World Bank are these:

Table 4. Ratio between unit costs per pupil/student

	Primary	Secondary	Tertiary
Average for developed countries	100	130	350
Average for developing countries	100	280	1 800

South Africa's ratios, as can be seen, are like those of developing countries - in the sense that too much appears to be spent on each tertiary level student at the expense of primary and secondary scholars (Bunting, 1986).

Circumstances in the RSA and the unlikelihood that parity in education will be reached very soon not only necessitate radical and drastic changes in primary and secondary education as indicated in the Report of the Main Committee of the HSRC (1981), but also demand an in-depth review of the higher education structure, where the more developed, mainly White sectors will have to be scaled down and restructured in order to make provision for Black learners arriving in the higher education system in the next ten to fifteen years. This scaling down and upgrading in education are closely related to financial, socio-cultural and political circumstances in the RSA, which will result in an emphasis on extensive institutional research of quality. Higher education will have to rise above the complicated problems surrounding the relations of people, without denying its existence.

It must be pointed out that the problems experienced in the RSA in connection with education and training are much the same as those found in all multi-cultural

societies. Feedback from Africa indicates that Africa's enthusiasm for education has outpaced its understanding of the problems involved in re-educating entire populations, not only in the use of new concepts and techniques, but in the acceptance of values in many ways foreign to Africa. The result has often been disillusionment with one life-style and experimentation with another, while constant adjustments are made to the educational system on a trial and error basis. It is argued here that problems of educational reform are universal and essentially similar despite their many localised ramifications; and that no amount of capital or sophistication of educational hardware can compensate for an unsystematic approach to their solution. Educational planning depends primarily upon a basic understanding of educational institutions and their structural relationship to other institutional systems. Only too often much effort is concentrated upon the refinement or redesign of educational systems as if they operated in complete isolation. Admittedly, account is sometimes taken of social and economic considerations in the narrower sense.

Various conferences held in Africa laid down short-term as well as long-term goals, the first being for the period 1961-65 and the second for 1961-80. These were framed against the background of various general needs, most important of which briefly are: a quantitative and qualitative improvement in educational facilities; an accelerated reorientation of educational patterns and systems to the socio-economic needs of Africa (a generally

expressed wish for emphasis in education on African cultures, since in scientific and technical fields students were sharply exposed to outside influences); modern African education should be available to all and not restricted to a privileged few: this included not only the school-going youth but also adults. The focus in Africa was on primary education. Adult education in the form of in-service training and literacy projects was also considered particularly important as a means of avoiding unnecessary prolongation of formal schooling directed towards objectives that could be more cheaply attained by on-the-job training methods. Higher level (university) education was considered less essential when measured against the need for secondary level skills: the small numbers required in most cases could be met by expatriate recruitment. General priorities were secondary education, curriculum reform and teacher training, in that order. In connection with universities it is also said that in spite of unexpectedly high increases in university enrolments, very little interest was shown in scientific and technological studies. In developing countries the demand is for graduates in the sciences rather than the humanities, the latter being a luxury only the industrialised countries can afford. The indications, therefore, are that Africa might find itself with too many graduates who are unemployed because they have the wrong qualifications (Schoeman, 1981).

All this leads to the unavoidable conclusion that many, if not most, of the African states at present investigating various forms of educational reform, have not

yet developed a coherent national self-image. There is no complete blueprint outlining the kind of society they wish to build. There is, at best, a negative oscillation between two broad models, the capitalist and the socialist, in which problems experienced with one system lead to experimentation with the other.

Institutional research into the provision of higher education in the RSA might possibly be conducted according to the following program which is in concurrence with the report of the Main Committee of the HSRC (1981) which concentrated on the provision of primary and secondary education in the RSA.

A PROPOSED RESEARCH PROGRAM FOR THE PROVISION OF HIGHER EDUCATION IN THE RSA

A work committee of the Committee of University Principals and the Human Sciences Research Council has done a lot of preparatory work to plan for an in-depth look into higher education, and the following concept program has been proposed by the author for possible use by this committee and the HSRC in finalising the research program.

Introductory Perspectives

The provision of higher education should be aimed simultaneously at the achievement of man's highest ideals and at meeting the needs of his time. Higher education, however, should not be subject to either unrealistic expectations or pragmatic impoverishment.

The RSA has people with a variety of orientations. The system for the provision of higher education should provide sufficient scope to accommodate this variety while at the same time ensuring equity in the provision of educational opportunities.

This research poses a particular challenge in that it has to be a comprehensive investigation into higher education provision in the RSA to be completed as soon as possible, and it will have to occur in the midst of financial retrenchment and uncertainty.

The Research Request

The research request embraces the following: Higher education provision in the RSA has to be investigated urgently and comprehensively. This investigation has to be conducted in a scientific and coordinated manner, in co-operation with all interested parties, and recommendations regarding the following must be submitted:

1. Guiding principles for a feasible higher education policy in the RSA to allow for the realization of the inhabitants' potential, to promote economic growth in the RSA, and to improve the quality of life of all the inhabitants of the country.

2. The organization and control structure and financing of higher education.

3. Machinery for consultation and decision making in higher education.

4. A higher education infrastructure to provide for the workpower requirements of the RSA and the self-realization of its inhabitants.

5. A program for making higher education of the same quality available to all population groups.

The investigation must be conducted in the light of, among other things, the present educational situation, the population composition in South African society and the means that can be made available for higher education in the national economy. It must cover all kinds of higher education: university education, technikon and college education, and other forms of post-secondary formal and non-formal education.

Methodology and Approach

After the necessary consultation, a high-level coordinating committee will be appointed to guide and coordinate the investigation and guarantee its scientific character. Members of the committee should include representatives of interested government departments, the private sector, as well as eminent scientists from all the disciplines able to make a contribution to the development of higher education. Representatives of higher education institutions would be invited to serve on the subcommittees and work groups of the investigation, and all population groups will be involved in the coordinated conducting of the investigation.

The investigation will be conducted in a spirit of positive coordination, i.e. the available research manpower

both within and outside the HSRC and all research activities which had either already been concluded or are still going on, will be included in the investigation on a basis of voluntary cooperation. The HSRC will undertake parts of the investigation itself, but will in the main part make its research structure available to contract researchers for the investigation.

Priority will be given to the most pressing problem areas so that the investigation can be expedited and interim reports can be submitted to the committee in good time. Where applicable, alternative solutions for problems in higher education will be submitted.

The Operationalization of the Program

In order to operationalize the program, work committees will probably be established, each being responsible for a different aspect of higher education.

An analysis of the program would reveal that there are various interdependent areas of investigation. Owing to the limited time available and the complexity of each area, a high manpower input would be required. Thorough coordination, time phasing and information flow between the research teams would also be needed. It is above all clear that the research should concentrate on broad issues and not concern itself with unnecessary detail. Accordingly the investigation will probably be aimed at the macro-level of higher education. Each work committee will have to ensure that the focus is retained in its work as well as in that of the researchers and in the recommendations. The

report which will be based on all the research, will be aimed at the macro-level of the provision of higher education in the RSA.

As a result of the fact that the research will be conducted on a coordinated basis by work committees and subcommittees within some work committees, the report will not merely be an account of the findings and recommendations of the different work committees, but rather an interpretation of these findings and recommendations viewed as a whole. An attempt will therefore be made to synthetize the wealth of information.

Research Priorities

It is clear that principles will have to be formulated for the provision of higher education in the RSA. The following points of the request will have to be considered in the formulation of guidelines and priorities for the provision of higher education in the RSA: (a) the realization of the inhabitants' potential, (b) the promotion of economic growth in the RSA, (c) improvement of the quality of life of all the inhabitants of the country, (d) provision of the workpower requirements of the RSA and the self-realization of its inhabitants, and (e) making available higher education of the same quality for all population groups.

The set of principles approved by the Main Committee of the HSRC Investigation into Education (1981) will have an important influence on this research in that on the one hand the principles will contribute to the determination of

the areas of research or the elimination of shortcomings that might emerge from the initial planning of the research, while on the other, they might serve as criteria for the evaluation of the recommendations of the work committees. These principles are:

Equality of opportunities and standards.

The recognition of commonality and diversity.

The recognition of freedom of choice.

The recognition of the needs of individuals and the society, as well as the workpower needs of the country.

A positive relationship between formal, non-formal and informal education.

State responsibility for formal education.

Shared state and private sector responsibility for non-formal education.

State subsidisation of private education within the system.

The reconciliation of centralised and decentralised elements.

The recognition of the professional status of faculty.

On-going research, planning and development.

A second research priority will be the identification of problem areas in higher education. Interested parties from all the population groups will be asked to help in this task and to submit memorandums. The problem areas identified will then be classified according to the area being covered by each work committee and will be given thorough attention.

A third priority will be the identification of persons, apart from work committee members, who can undertake specific research within the work committees.

Potential Projects within the Program

As has been described in the previous paragraph, the principles and perspectives as proposed by various interested parties, will have an important influence on the determination of priorities regarding various projects. At present, however, it seems as if the following investigations might be of importance for the program. More detail will be available as the investigations continue.

1. Analysis/diagnosis of environmental factors that have a determining influence on higher education provision.
2. The structure and course of the post-secondary education system in the RSA and the various sub-systems it comprises.
3. The relationship between higher education institutions and the state.
4. The higher education institution as academic enterprise.
5. Access and admissions.
6. Leadership and management.
7. Curriculum and programs.
8. Evaluation.
9. Faculty.
10. Finance.
11. Planning.

12. Teaching and learning.

13. Miscellaneous.

CONCLUSION

Vital Questions

Should this framework for a research program be accepted, answers will have to be found for the following vital questions: Is the proposed approach the best and most appropriate for this kind of research? Should priorities be set? What should the priorities be? Should the program be tackled from the entirety to the particular, or from the particular to the entirety? How does one go about preparing an infrastructure for institutional research? How can external (international) expertise be utilized best?

The information in this paper will without doubt convince you of the tremendous challenges institutional research has to face in the RSA, and emphasizes how important changing roles and new directions are in a developing country like the RSA.

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